DOCUMENT RESUME

ED 099 785 CS 001 476

TITLE	Program Planning Procedures Wall Chart.
INSTITUTION	California State Dept. of Education, Sacramento. Right to Read Unit.
PUB DATE	74
NOTE	25p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Charts; Educational Objectives; Instructional Staff; Program Evaluation; *Program Planning; Reading; *Reading Instruction; *Reading Programs; Teaching Assignment
IDENTIFIERS	California; *Right to Read

ABSTRACT

These ten program planning procedure wall charts include: "Right to Read Center Data," for identifying school, grade, enrollment by grade, size of community, ethnic balance, percentage on aid for Dependent Children, and transiency rate; "Needs Assessment Summary," for information on student performance, reading program, teacher performance, resources, and decision making; "Objectives Array," with critical, important, and desirable categories; "Program Review," for identifying program components most suitable to the needs of a particular school; "Diagnosis-Prescription-Evaluation," for displaying learning objectives in these three categories; "Instructional Approach," for displaying the design element in relation to the method and grade level; "Teacher Assignments and Program Organization," for listing instructional activities and instructional time per week, personnel required, and student/teacher ratios; "Personnel Cost," for displaying cost of personnel involved in the reading program; "Staff Development," for listing number of hours per year and cost per hour for reading personnel; and "Materials and Services," for displaying information concerning materials used in the reading program. (WR)

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PROGRAM PLANNING PROCEDURES WALL CHART

California State Department of Education

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(A) NAME OF SCHOOL _____

(B) GRADE/ SECTION ☐ ☐ ☐ ☐ ☐ ☐ ☐

(C) ENROLLMENT BY GRADE _____ _____ _____ _____ _____ _____ _____

(D) LARGE CITY ☐ INNER CITY ☐ SUBURBAN

(E) ETHNIC BALANCE/PERCENTAGE: ASIAN _____ MEXICAN AM PUERTO RI

(F) % ON A.F.D.C. _____

(G) TRANSIENCY RATE _____

3 OBJECTIVES ARR

CATEGORY 1 CRITICAL	CATEGORY 2 IMPORTANT

PROGRAM PLAN

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CENTER DATA

_____

_____

UBURBAN ☐ SMALL TOWN ☐ RURAL ☐

IAN _____ BLACK _____

EXICAN AMERICAN _____ NATIVE AMERICAN _____

ERTO RICAN _____ WHITE _____

OTHER _____

ARRAY

RY 2 NT	CATEGORY 3 DESIRABLE

INING PROCEDUR

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2 NEEDS ASSESSM

PROGRAM COMPONENT	MANUAL PAGES				
I STUDENT PERFORMANCE	5–12	CLASS AVE			
READING COMPREHENSION	5–10				
WORD RECOGNITION	5–10				
VERBAL EXPRESSION (WRITTEN/ORAL)	5–10				
INTEREST/ATTITUDE	11–12				
MATHEMATICS					
II READING PROGRAM	13–20	SEE NEEDS ASSESSM			
PROGRAM LOCATION IN SCHOOL	13				
TEACHER/STUDENT ORGANIZATION	14				
TIME SPENT IN PROGRAM	14–15				
PER CENT STUDENTS SERVED	15				
BASIC APPROACH	16–17				
INSTRUCTIONAL TECHNIQUES	17–18				
STUDENT GROUPING	18				
EVALUATION	19				
FLEXIBILITY	20				
III TEACHER PERFORMANCE	21–22	SE			
TEACHER ATTITUDE	21				
SKILLS OF READING TEACHERS	21–22				
SKILLS OF ADDITIONAL PERSONNEL	22–23				

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SMENT SUMMARY

DATE COMPLETED _____

GRADE/SECTION	NAT PAGES	RANKED PRIORITY (1, 2, OR 3)
LASS AVERAGE DEPARTURE FROM SELECTED NORMS	1–2	
	1–2	
	1–2	
	1–2	
	1–2	
ASSESSMENT PACKAGE (NAP) FOR INTERPRETATION OF CODES	3–4	
	3	
	3	
	3	
	3	
	3	
	4	
	4	
	4	
	4	
SEE NAP FOR TEACHER SKILLS CODES	5–7	
	5,7	
	6,7	

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SKIL

IV RESO
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V DEC

SKILLS OF READING TEACHERS	21–22						
SKILLS OF ADDITIONAL PERSONNEL	22–23						
IV RESOURCES	22–26						
AVAILABILITY OF READING TEACHERS	23						
AVAILABILITY OF ADDITIONAL PERSONNEL	23						

NON-CLASSROOM PERSONNEL AVAILABLE FOR READING SUPPORT	24	NO. AVAILABLE X % TIME AVAILA
SCHOOL LIBRARY ACTIVITY	24	– = INADEQUATE RESOURCES + =
STAFF READING SPECIALISTS	25	NUMBER AVAILABLE TO SCHOOL TIME AVAILABLE TO SCHOOL
OUTSIDE CONSULTANTS	25	MAN HOURS/WEEK AVAILABLE TO SPECIAL SKILLS
OTHER NON-SCHOOL RESOURCES	25–26	MAN HOURS/WEEK AVAILABLE TO SPECIAL SKILLS
DOLLAR RESOURCES	26	$ AVAILABLE FOR READING / TOTAL $ AVAILABLE }
V DECISION MAKING	26–28	0 = DECISION MADE BY INAPPROPR X = DECISION MADE BY APPROPRIA

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									5,7	
									6,7	
									8–12	
									8	
									8	

TIME AVAILABLE – EQUIVALENT NUMBER	9	
+ = ACCEPTABLE IN PRESENT PROGRAM		
TO SCHOOL _____ SCHOOL _____		
VAILABLE TO SCHOOL _____	10	
VAILABLE TO SCHOOL _____	11	
SCHOOL / PER STUDENT EADING } _____ / _____	12	
BY INAPPROPRIATE PERSON BY APPROPRIATE PERSON	13	

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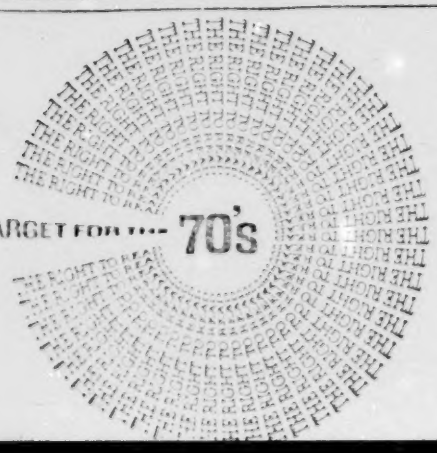

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PROGRAM PLANNING PROCEDURE

7

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4 PROGRAM REVIEW

PLACE A CHECK (✓) IN THE PROGRAM COMPONENTS THAT ARE MOST

PROGRAM / PROGRAM COMPONENT	CLASS ORGANIZATION AND SCHEDULE	DIAGNOSIS PRESCRIPTION METHODS	INSTRUCTIONAL APPROACH	STUDENT MOTIVATION	PARENT/COMMUNITY INVOLVEMENT	PERSONNEL REQUIREMENTS	STAFF DEVELOPMENT	MATERIALS	INSTRUCTIONAL EQUIPMENT	FACILITIES	EVALUATION	START-UP COST
HIGHER HORIZONS 100												
JUAN MOREL CAMPOS BILINGUAL CENTER												
PROJECT CONQUEST												
PROJECT R-3												
EL PASO REMEDIAL READING LABORATORIES												
LOCAL PROGRAM												
LOCAL PROGRAM												
LOCAL PROGRAM												
OTHER PROGRAM												

PROGRAM PLANNI

6

INSTRU

SUITABLE TO YOUR NEEDS

FOR EACH GRADE
LG – LARGE GRO
Q - MEANS STAFF
U - MEANS STAFF

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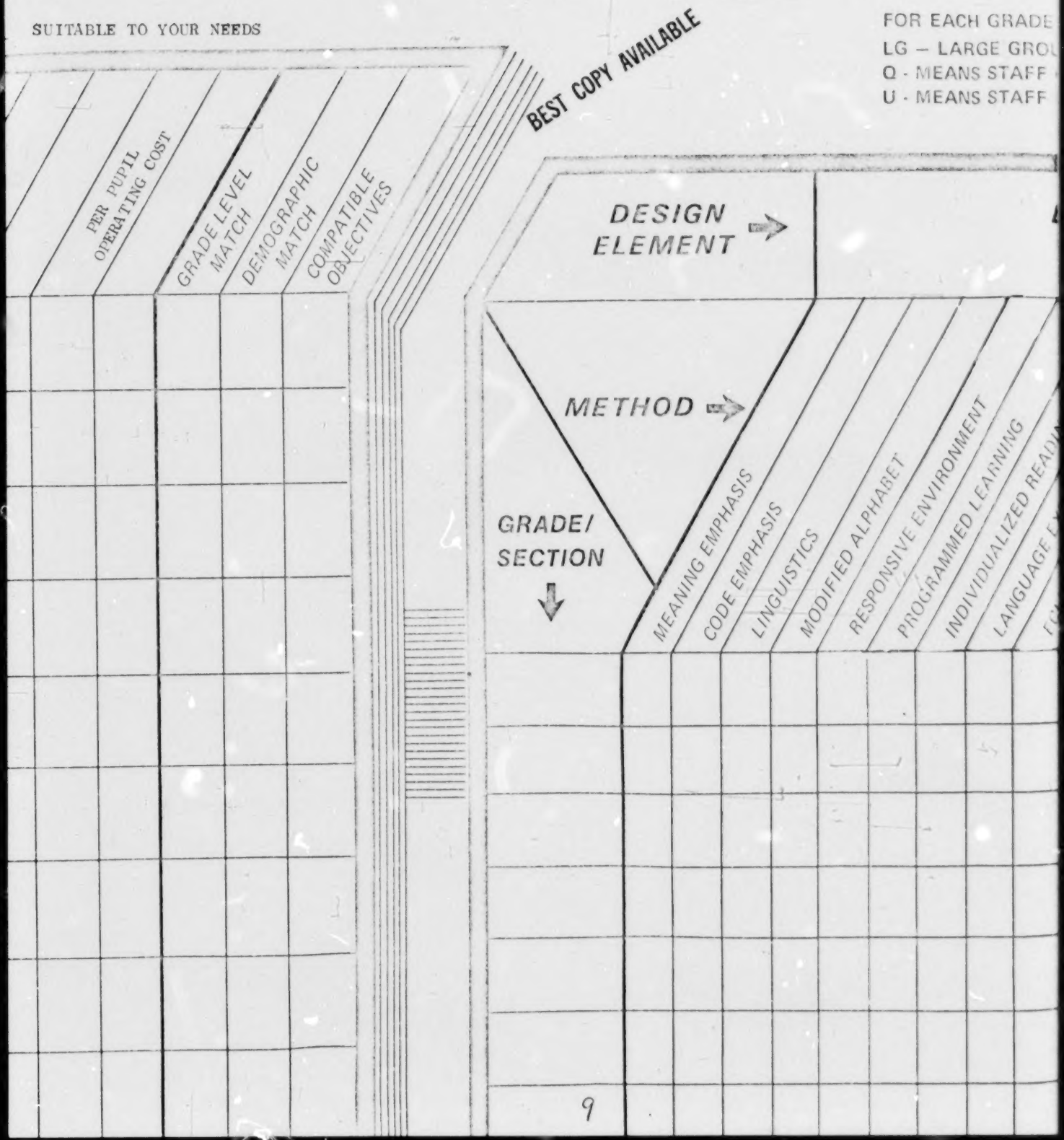

JING PROCEDURE

RUCTIONAL APPROACH

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GRADE LEVEL ENTER THE FOLLOWING CODE:
E GROUP SG – SMALL GROUP 1/1 – INDIVIDUAL INSTRUCTION
STAFF QUALIFIED TO WORK WITH MODE/METHOD -- NO INSERVICE REQUIRED
STAFF IS IN NEED OF INSERVICE IN ORDER TO WORK WITH MODE/METHOD

| BASIC APPROACH | | | | | | | | TECHNIQUE | | | | | | | |

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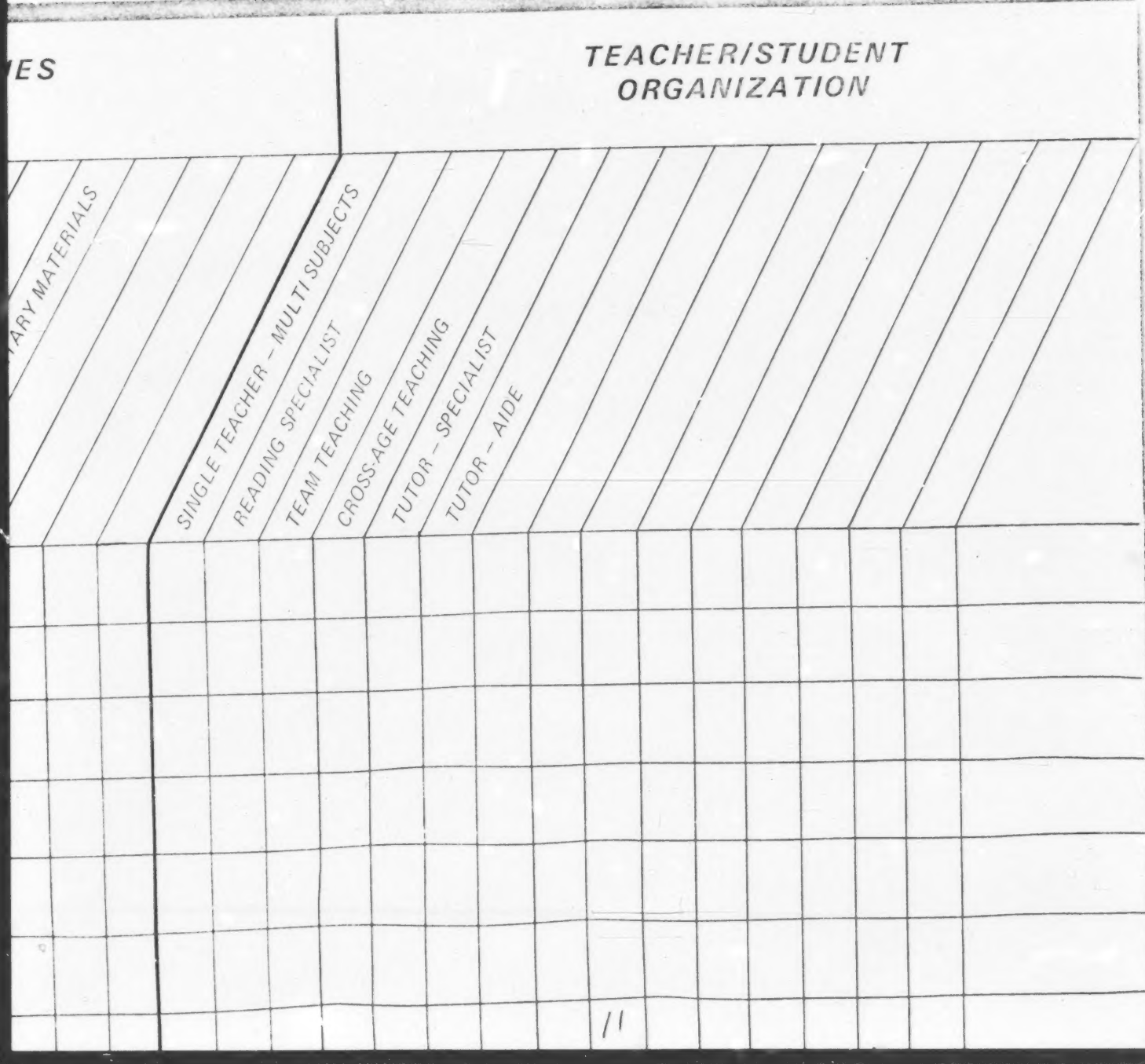

OTHER PROGRAM

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DIAGNOSIS—PRESCRIPTION

EVALUATOR _____

THIS STEP BEGINS THE DESIGN OF THE NEW PRO

5

LEARNING OBJECTIVES		DIAGNOSIS		MA AV
		TEST OR OTHER MEASURES AVAILABLE	INSTRUMENTS MUST BE DEVELOPED/ RESPONSIBILITY	
CATEGORY 1 Critical				
CATEGORY 2 Important				
CATEGORY 3 Desirable				

ION — EVALUATION

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V PROGRAM

PRESCRIPTION		EVALUATION		TE SCH
MATERIALS AVAILABLE	MATERIALS MUST BE ACQUIRED/DEVELOPED/ RESPONSIBILITY	TEST OR OTHER MEASURES AVAILABLE	INSTRUMENTS MUST BE DEVELOPED/ RESPONSIBILITY	PRE

7

TEACHER ASSIGNMENTS

AND PROGRAM ORGANIZATION

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TESTING SCHEDULE	
PRE	POST

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K	PERSONNEL REQUIRED						STUDENT/TEACHER RATIOS	
	SINGLE TEACHERS MULTI-SUBJECT	READING SPECIALIST	SUBJECT MATTER TEACHERS	TUTOR AIDES			REGULAR CLASSROOM	SPECIAL CLASSROOM LABORATORY AND CLINIC

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8 PERSONNEL COST

_____	PROJECT COORDINATOR	_____	@ _____	
_____	READING SPECIALISTS	_____	@ _____	
_____	SINGLE-TEACHER MULTI-SUBJECT	_____	@ _____	
_____	SUBJECT MATTER TEACHERS	_____	@ _____	
_____	TEACHER AIDES	_____	@ _____	
_____	LIBRARIANS	_____	@ _____	
	OTHER PERSONNEL			
_____	_____		@ _____	
_____	_____		@ _____	

9 STAFF DEVELOPMENT

PERSONNEL		FOR EACH PERSONNEL CATE				
		SCHOOL – DIRECTED				
CATEGORY	NUMBER	IN-CLASS INSTRUCT.	IN-LAB CLINIC INSTRUCT.	PERIODIC WORKSHOP		
READING SPECIALISTS		16				

PROGRAM PLANN

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_____	READING DIAGNOSTICIANS	____ @	_____
_____	PSYCHOLOGISTS	____ @	_____
_____	GUIDANCE COUNSELORS	____ @	_____
_____	CLERK-TYPISTS	____ @	_____
_____	READING CONSULTANTS	____ @	_____

FIXED COSTS

_____	TOTAL CERTIFICATED SALARY	X _____	%
_____	TOTAL CLASSIFIED SALARY	X _____	%
_____	_____	X _____	%

CATEGORY ENTER NO. HOURS/YEAR AND COST PER HOUR – BRING TOTALS TO RIGHT

		OTHER – DIRECTED				MATERIALS/SERVICES		
		PUBLISHER SUPPLIED	CONSUL-TANT IN SCHOOL	COLLEGE/ UNIV. CLASSES		PROF. ORG.	PROFESS-IONAL LIBRARY	

NING PROCEDURE

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10

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ITEM

NUME
REQUI

BASAL TEXTS

PROGRAMMED TEXTS

WORKBOOKS/WORKSHEETS

MULTI-MEDIA KITS

SUPPLEMENTARY (MAGAZINES, TRADE BOOKS, ETC.)

GAMES/SIMULATIONS

TEACHER-PREPARED MATERIALS

STUDENT-PREPARED MATERIALS

BILINGUAL/ESL MATERIALS

LIBRARY MATERIALS

FILMS/FILMSTRIPS

MACHINES (INSTRUCTIONAL)

MOVIE PROJECTOR

FILMSTRIP PROJECTOR

TAPE RECORDER/PLAYER

18 COMPUTER TERMINAL

%

%

%

TOTAL
COST

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MATERIALS and SERVICES

NUMBER REQUIRED	PRESENTLY LOCATED IN _____ SCHOOL	NO. AVAIL.	AVAILABLE FROM DISTRICT, OTHER SOURCE	NO. AVAIL.	COST IF PURCHASED

READING SPECIALISTS						
SINGLE TEACHERS MULTI-SUBJECT						
SUBJECT MATTER TEACHERS						
TEACHER AIDES						
OTHER SCHOOL PERSONNEL						
NON-SCHOOL PERSONNEL						

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MOVIE PROJECTOR

FILMSTRIP PROJECTOR

TAPE RECORDER/PLAYER

COMPUTER TERMINAL

PARENT/COMMUNITY EXPENSES

FIELD TRIPS

TRANSPORTATION

FOOD

LODGING

TICKETS, OTHER

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OTHER MATERIALS AND SUPPLIES

FACILITIES/IMPROVEMENTS

CLASSROOMS

LAB/CLINIC ROOMS

OFFICES

CLASSROOM FURNITURE

OFFICE FURNITURE

OTHER

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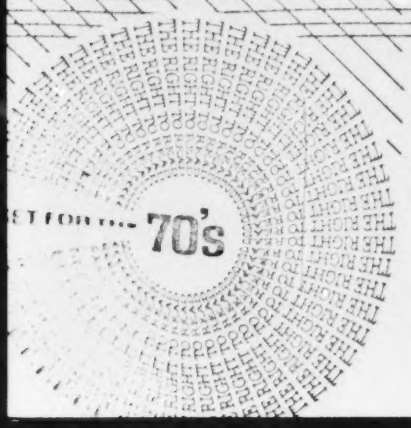

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